

MRS. SPIELMANN'S 2ND GRADE

Lesson Plans for Week of Jan. 28-Feb. 1, 2013

	DOL,Flag, Attendance	Specials	Guided Reading
M	<u>8:30-8:45</u> Flag Pledge, Lunch Count, Attendance, Daily Oral Lang. <u>Spelling: Review: kn, wr, gh, ph, ea</u>	<u>8:45-9:45</u> <u>8:45- 9:15 - Art</u> <u>9:20-9:50 - P.E.</u>	<u>10:00-11:30</u> Guided Reading & Conferencing Oral & Silent Rdg: <u>What's My Pet?</u> <u>What's My Sport?</u>
N	<u>Challenge words in dict. Sentence</u>		Students will review information
D	<u>Phonics Charts # 29-30 titled:</u>		on KWL; finish a story map;
A	<u>My Cat and I; The Drum</u>		Genre study & Guided Rdg. Group
Y	<u>Flash Card Drill of Sight Words</u>		<u>Daily 5: Read to Self, Read to</u>
	<u>Oral Language/ News Book</u>		<u>Someone, Listen to Reading, Word</u>
	<u>Character Education word:</u> <u>Tolerance</u>		<u>Works, Work on Writing,</u> <u>CAFE Components</u>
T	<u>8:30-8:45</u> Flag Pledge, Lunch Count, Attendance, Daily Oral Lang. <u>Spelling: Review: kn, wr, gh, ph, ea</u>	<u>8:45-9:45</u> <u>8:45-9:15 - Music</u> <u>9:15-9:50 - Library</u>	<u>10:00-11:30</u> Guided Reading & Conferencing oral & Silent Rdg: Rescue <u>What's My Hobby?</u>
S	<u>Challenge words in dict. Sentence</u>		Story Plot, major and minor
D	<u>Phonics Chart - #29-30 Titled:</u>		characters; settings, sequence
A	<u>My Cat and I; The Drum</u>		events, predict author's message
Y	<u>Flash Card Drill of Sight Words</u>		<u>Daily 5: Read to Self, Read to</u>
	<u>Character Education word:</u> <u>Tolerance</u>		<u>Someone, Listen to Reading, Word</u> <u>Works, Work on Writing, CAFE Comp.</u>
W	<u>8:30-8:45</u> Flag Pledge, Lunch Count, Attendance, Daily Oral Lang. <u>Spelling: Review: kn, wr, gh, ph, ea</u>	<u>8:45-9:45</u> <u>8:45-9:15 - Art</u> <u>9:20-9:50 - P.E.</u>	<u>10:00-11:30</u> Guided Reading & Oral Rdg. <u>What's My Sport?</u>
E	<u>Challenge words in dict. Sentence</u>		Events, predict author's message
D	<u>Phonics Chart - # 29-30 titled:</u>		the narrative & intended audience
N	<u>My Cat and I; The Drum</u>		Describe how setting is
S	<u>Flash Card Drill of Sight Words</u>		conveyed & similarities. <u>Daily 5: Read</u>
A	<u>Character Education word:</u> <u>Tolerance</u>		<u>to Self;Read to Someone,Listen</u>
Y			<u>to Reading, Word Works, Work</u> <u>on Writing. CAFE Components</u>
T	<u>8:30-8:45</u> Flag Pledge, Lunch Count, Attendance, Daily Oral Lang. <u>Spelling- Review: kn, wr, gh, ph, ea</u>	<u>8:40-9:45</u> <u>8:45-9:15 - Music</u> <u>9:20-9:50- Library</u>	<u>10:00-11:30</u> Oral & Silent Reading: <u>What's My Pet? What's My Sport?</u>
H	<u>Challenge words in dict. Sentence</u>		Write about how to compare
U	<u>Phonics Chart # 29-30 Titled:</u>		this story to another story. Discuss
R	<u>My Cat and I; The Drum</u>		the author's message of the story.
S	<u>Flash Card Drill of Sight Words</u>		<u>Daily 5: Read to Self, Read to</u>
D	<u>Character Education word:</u> <u>Tolerance</u>		<u>Someone, Listen to Reading, Word</u>
A			<u>Works, Work on Writing,</u>
Y			<u>CAFE Components</u>
F	<u>8:30-8:45</u> Flag Pledge, Lunch Count, Attendance, Daily Oral Lang. <u>Spelling: Review: kn, wr, gh, ph, ea</u>	<u>8:40-9:45</u> <u>8:45-9:15 - Art</u> <u>9:20-9:20 - P.E.</u>	<u>10:00-11:30</u> Oral & Silent Reading of: <u>What's My Sport?</u>
R	<u>Challenge words in dict. Sentence</u>		Discuss author's message. Word
I			wall activities; speaking in

D	Phonics Chart #29-30 Titled:		complete, coherent sentences.
A	My Cat and I; The Drum		Daily 5: Read to Self, Read to
Y	Flash Card Drill of Sight Words		Someone, Listen to Reading, Word
	Character Education word:		Works, Work on Writing,
	Tolerance		CAFE Components

CURRICULUM OBJECTIVES:

<u>Math Objective:</u>	Students will learn how to tell time to the hour on clocks.	
<u>Shared Reading Objective:</u>	: Use appropriate listening skills, as well as identify complex and irregularly	
<u>Spelling Objectives -</u>	Review: kn, wr, gh, ph, ea	
<u>Oral Language Objective:</u>	Practice Speaking and listening skills.	
<u>Science Objective:</u>	Students will understand about changes on earth.	
<u>SuccessMaker Objective:</u>	Use targeted practice and interventions on the computer in reading and math for each stu	
<u>Guided Reading Objective:</u>	Find author's message in a story; describe how setting is conveyed; review KWL chart	
<u>Explicit Oral Language Objective:</u>	Oral reading and discussion using poetry books and News Books	
<u>Weekly Reader Objective:</u>	students learning about earth changes	
<u>Social Studies -</u>	Students will learn about traditions from other countries for the holidays.	

STATE STANDARDS:

<u>Reading Standards: Indicator 1-</u>	Students can recognize & analyze words; Indicator 2: Students can comprehend
<u>Writing Standards: Indicator 1:</u>	Students can apply the writing process to compose text.
<u>Listening and Viewing Standards: Indicator 1:</u>	Students are able to use various listening & viewing strategies in social
<u>Math Standards: Indicator 1:</u>	Use procedures to transform algebraic expressions.
<u>Science Standards: Indicator 1:</u>	Understand the nature and origin of scientific knowledge.
<u>Social Studies Standards: Indicator 1:</u>	Analyze U.S. historical eras to determine connections & cause/effect relationships
<u>Technology Standards: Indicator 1:</u>	Students recognize & demonstrate skills in operating technological systems.

COMMON CORE STANDARDS:

<u>Language Arts:</u>	Ask who, what, where, when, why, and how questions for understanding; discuss
<u>Mathematics:</u>	Extend understanding of base ten system; understand models of addition and
<u>Reading</u>	Ask who, what, where, when, why, and how questions for understanding; discuss
<u>Writing</u>	Write opinion pieces in which they introduce the topic or book they are writing
<u>Speaking and Listening</u>	Participate in collaborative conversations with diverse partners and 2nd grade
<u>Language Arts</u>	Participate in collaborative conversations with diverse partners and 2nd grade
<u>Math</u>	Make sense of problems and work on tables and graphs and daily reasoning
<u>Technology Standards</u>	Select from several teacher-directed internet sites to locate information
<u>Social Studies -</u>	Analyze US historical eras to determine connections and cause and effect
<u>Science Standards</u>	Make a timeline to indicate the life cycle of an insect. Use scientific thinking

					<u>Char.Ed./</u>
<u>News Book</u> 11:30-11:40 Explicit Oral Language on various current topics . Read Aloud Poems with Skill Building Lessons.	<u>Recess</u> 11:40-11:55	<u>Lunch</u> 12:10-12:40	<u>Math</u> 1:15-2:00 Pg. 213-214. Students will be learning about telling time on a clock. Practice Enrich 15.1 Students will solve problems from words Problem of the Day. Mad Minute Tests; CGI Problems Flash card drill of add. Facts <i>Students will use algebra concepts to solve equations.</i>	<u>Successmaker</u> 12:55-1:15 Self-paced interactive courseware in content areas of reading and math in computer lab.	<u>Poetry</u> 1:45-2:00 Oral reading and discuss. of explicit oral language using poetry books. Moral instructions for Charact. Education
<u>Handwriting</u> 11:00-11:15 Pg.1-4 Students will be working on vertical & horizontal lines. Read Aloud Poems	<u>Recess</u> 11:40-11:55	<u>Lunch</u> 12:10-12:40	<u>Math</u> 1:15-2:00 Pg. 215-216 Students will be working on telling time. Practice Enrichment:Promethean 15.2 for reteach and practice. Problem of the Day. Mad Minute Tests. Flash card drill addition fact. Students will solve everyday problems in math.	<u>Successmaker</u> 12:55-1:15 This program provides targeted practice and interventions in the computer lab.	<u>Poetry</u> 1:45-2:00 Students will read and understand various forms of poetry. Char.Ed./
<u>News Book</u> 11:00-11:15 Explicit Oral Language on various current topics. Read Aloud Poems With Skill Bldg. Lessons	<u>Recess</u> 11:40-11:55	<u>Lunch</u> 12:10-12:40	<u>Math</u> 1:15-2:00 Pg.217-218 Students will be learning about telling time 15.3 for reteach with practice. and problem solving. Problem of the Day. Mad Minute Tests. Flash card drill of addi. Facts. Students will understand place value. CGI problems	<u>Successmaker</u> 12:55-1:15 Self-paced interactive courseware in content areas of reading and math in computer lab.	<u>Poetry</u> 1:45-2:00 Oral reading and discuss. of explicit oral language using poetry books. Char.Ed./
<u>Handwriting</u> 11:00-11:15 Pg.5-7 Students will be writing with upper & lower case letters. Read Aloud Poems with Skill Bldg.	<u>Recess</u> 11:40-11:55	<u>Lunch</u> 12:10-12:40	<u>Math</u> 1:15-2:00 Pg. 219-220 . Students will be working with telling time. problem solving & daily reasoning 15.4 Enrichment. Promethean Problem of the Day. Mad Minute Tests. CGI Problems Flash card drill of add. facts. <i>Using problem solving skills</i>	<u>Successmaker</u> 12:55-1:15 This program provides targeted practice and interventions in the computer lab.	<u>Poetry</u> 1:45-2:00 Students will read and understand various forms of poetry. Char.Ed./
<u>News Book</u> 11:00-11:15 Explicit Oral Language on various	<u>Recess</u> 11:40-11:55	<u>Lunch</u> 12:10-12:40	<u>Math</u> 1:15-2:00 Pg 221-222. Students will be working on telling time. Pract. & Enric. 15.5 Promethean	<u>Computer Projects</u> 12:55-1:15 Students will be working on	<u>Poetry</u> 1:45-2:00 Oral reading and discuss. of explicit

current topics. Read Aloud Poems with Skill Building			problem solving. CGI problems Problem of the Day. Mad Minute Tests. Flash card drill Students will be able to write value of underlined digits.	research projects in the computer lab.	oral language using poetry books. Char.Ed./
spelled words.					
idents level.					
&; characters & plot					
and familiar texts.					
ial, academic, and occupationsl situations.					
ships in reference to chronology.					
tinguish long and short vowels					
Telling time on a clock					
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<u>Recess</u> 2:00-2:15	<u>Creat.Writ.</u> 2:30-2:40 Students will be composing various stories to enhance the import. of learning writing skills.	<u>Shared Rdg/Spell.</u> <u>Rhyme Charts/RTI</u> 2:30-3:00 Involved sharing of spelling & rhyme charts and books. RTI - Word Woks a word search of spelling list words My Cat and I The Drum	<u>Science /S.Studies</u> <u>Weekly Reader/JA</u> 3:00-3:25 Science - Pg. D1-D10 Students will be learning about the Solar System and universe. <u>Weekly Reader-</u> We will be learning about life in the Arctic. <u>Dismiss - 3:30</u>
<u>Recess</u> 2:00-2:15	<u>Creat.Writ.</u> Students will be composing various stories to enhance the import. of learning writing	<u>Shared Rdg/Spell.</u> <u>Rhyme Charts/RTI</u> 2:30-3:00 Involved sharing of spelling & rhyme charts and books. Students will do a word double puzzle of list words RTI - Storylineonline	<u>Social Studies - Pg 66-69</u> 3:00-3:25 Students will learn about transportation and communication with other countries. <u>Dismiss - 3:30</u>
<u>Recess</u> 2:00-2:15	<u>Creat.Writ.</u> Students will be composing various stories to enhance the import. of learning writing	<u>Shared Rdg./Spell.</u> <u>Rhyme Charts/RTI</u> 2:30-3:00 Involved sharing of spelling & rhyme charts and books. Students will look up spelling words in dictionary. RTI-Read to Someone	<u>Weekly Reader- 3:00-3:25</u> Students will learn about safety signs and how we use them. Use Promethean Board for learning about different governments and interactive flip charts. <u>Dismiss - 3:30</u>
<u>Recess</u> 2:00-2:15	<u>Creat.Writ.</u> Students will be composing various stories to enhance the import. of learning writing	<u>Shared Rdg./Spell.</u> <u>Rhyme Charts/RTI</u> 2:30-3:00 Involved sharing of spelling & rhyme charts and books. Students will use list words in sentences. RTI Story Sparkers	<u>Weekly Reader - 3:00-3:25</u> Students will be learning erosion and rock change and how the earth changes. We will find various traditions on the Promethean Board <u>Dismiss - 3:30</u>
<u>Recess</u> 2:00-2:15	<u>Creat.Writ.</u> Students will be composing various	<u>Shared Rdg./Spell.</u> <u>Rhyme Charts/RTI</u> 2:30-3:00 RTI - Word Woks of spelling & rhyme	<u>Weekly Reader-3:00-3:25</u> Students will be learning about the heroes in our lives and why important Students will work

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